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ABSTRACT

This compilation includes descriptions and data for some 298,000 children and youth in 230 school systems. National Leadership Institute/Teacher Education (NLITE) staff estimates that this represents less than one-fifth of the number of effective programs in operation and compilation is therefore an on-going operation with expanded reports issued annually. One of the most heartening developments in school practices in recent years has been the increase in programs which enable disadvantaged children tc receive a top-notch education in spite of poverty. Both the children and the nation benefit from the efforts of school teachers and administrators in this respect and a debt of gratitude is owed to a growing number. The National Leadership Institute/Teacher Education is a support and dissemination center sponsored by the U.S. Office of Education for which the University of Connecticut serves as host. This compilation of program descriptions was made by NLITE staff which gathered data from several sources including the annual Education Fair (Edu Fair) sponsored by the U.S. Office of Education, reports of the Council for Basic Education and the National Education Association, and invitations to school districts to submit reports and data from their programs. Data are presented in tabular form. The following information is provided for every program included in the compilation: name, place, number of students, curriculum, test gains in IQ points, and test gains in achievement score. (Author/JM)

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EXEMPLARY SCHOOL PROGRAMS
FOR DISADVANTAGED MINORITY CHILDREN

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NATIONAL LEADERSHIP INSTITUTE / TEACHER EDUCATION
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S U M M A R Y

Number of Programs	183
Number of School Systems	230 (plus two universities)
Number of Children	298,384 (Approximate)
Average IQ Produced	100+
Average Grade Level Produced	National test norms met or exceeded for each program

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

One of the most heartening developments in school practices in recent years has been the increase in programs which enable disadvantaged children to receive a top-notch education in spite of poverty. Both the children and the nation benefit from the efforts of school teachers and administrators in this respect and a debt of gratitude is owed to a growing number.

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Again, every congratulation and good wish is due the teachers and administrators whose skill and dedication make it possible for children and youth to receive a good education despite the disadvantages of both poverty and minority status.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Banneker School **	Gary, Indiana	1,500	Behavioral Research Laboratories Programmed Instruction	—	75 percent of children at or above norm
John H. Finley School	New York City, N.Y.	1,000	British Open School program with good phonics teaching and high expectations	—	Gr. 1 - 2.4 Gr. 4 - 4.8 Gr. 5 - 5.9
P.S. 146	New York City, N.Y.	1,200	British Open School program	—	Gr. 4 - 5.0
Cradle Schools **	Univ. of Wisconsin	40	Infant, preschool, & pre-K training in perception, language, & logic	Average IQ = 120 Range - 105-135	—
Englemann DISTAR	Univ. of Oregon (Siegfried Englemann)	About 100 schools @ 750 children	Structured phonics, mathematics, & language arts experiences	Average 100+	Average above national level
Karnes Ameliorative Curriculum	Univ. of Illinois (Merle Karnes)	About 10 schools @ 750 children	Structured cognitive program stressing learning how to learn and information processing	105 - Program 93 - Non-Program	Gr. 1 - 2.0 Gr. 2 - 2.8 Gr. 3 - 3.9
P.S. 11	New York City, N.Y.	750	Strong emphasis on phonics, reading, & high expectations for children. Ratio of teachers & children 20:1	—	42-46 % of third graders score 4th grade or higher
Woodland School	Kansas City, Mo.	650	Sullivan Programmed Learning for reading and mathematics. Reading specialist in each school. Heavy phonics emphasis	—	42-46 % of third graders score 4th grade or higher
Ann Street School School	Los Angeles, Calif.	450	Sullivan Programmed Reading. Phonics emphasized. Non-graded. Full-time reading specialist	—	42-46 % of third graders score 4th grade or higher

*Cited by the U.S. Office of Education, National Education Association or Council for Basic Education

**Completed demonstration projects

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Diagnostic Teaching Center Project	Denver, Colorado	740	A diagnostic teacher and aide worked with children daily on one to one basis.		Goal Referenced Measurement System Month reading gain for month taught for 72% of children. Month math gain for month taught for 79% of children. Two month IQ gain (Slosson) for each mo. taught for 67% of children. Two month gain on Peabody Picture Vocabulary Test for each month taught for 63% of children.
Pre-kindergarten Program	Bridgeport, Conn.	395	Emphasis on prerequisite skills to learning a. manipulative materials b. games c. environment exploration DISTAR Language I Program		Betty Caldwell's Preschool Inventory Pre-posttest scores Nov. '71 31.34 (56 percentile) May '72 44.58 (82 percentile)
Impact of a Preschool and Interracial Program	Cincinnati, Ohio	90	Child centered philosophy with cognitive, social and physical development goals. Also parents trained in child rearing techniques.		An average 17 point rise in IQ scores.
Reading Improvement Project	Cleveland, Ohio	1,300	Basic reading program of Cleveland using: a. new materials b. different teaching approaches c. small group instruction one extra hour a day for reading program		More than 50% of pupils improved more than a month in reading performance for every month of participation.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Learning Centers	Oklahoma City, Okla.	3,000	Remedial reading & math labs. Diagnostic prescriptive teaching mode.		(Scores are mean gain in entire project) Elementary Reading 1.3 yr. gain per school yr. Math 1.2 yr. gain per school yr. Middle School Reading 1.5 yr. gain per semester Math .9 yr. gain per semester High School Reading .9 yr. gain per semester

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Rooms of Fifteen.	St. Louis, Mo.	1,485	Ninety-nine Rooms of Fifteen, which literally refers to classrooms of no more than 15 students, is a Title I program of remedial work in the basic skills of reading, language and arithmetic.		Average Reading Gain in 10 Months (Spring '71 - Spring '72) Gr. 2 14.1 \ Gates- Gr. 3 15.9 / MacGinitie Gr. 4 10.9 Gr. 5 12.9 > ITBS Gr. 6 12.5
Reading Improvement Teams	St. Louis, Mo.	13,000	The RIT, composed of the principal, reading assistant, remedial reading teacher, reading aide and ten classtoom teachers, works as a team with students who have the most severe reading problems in 66 Title I schools.		Gr. 1 10.1 \ Gates- Gr. 2 14.6 / MacGinitie Gr. 3 16.6 Gr. 4 9.2 Gr. 5 11.6 Gr. 6 10.2 > ITBS Gr. 7 10.9 Gr. 8 10.1

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Mother-Child Home Program	Freeport, New York	11 centers in 10 states "graduated" 250 in N.Y.	Home visits which teach mothers how to interact & stimulate their children verbally through the use of books & toys. Children keep toys & materials.	Prepost I.Q. gains of 19 points on Peabody, Stanford-Binet, and Cattell tests; 104 average I.Q. gains.	
Holy Angels School	Chicago, Illinois	1,300	Strong emphasis on traditional teaching of academic subjects. Heavy phonics and strong discipline.		Scores on standardized tests about the national norm for each grade, scores are above average for Chicago schools.
Behavior Analysis	Bronx, New York Hopi, Arizona Indianapolis, Indiana Kansas City, Kansas Meridian, Illinois Northern Cheyenne, Mont. Philadelphia, Pa. Pittsfield, Mass. Portageville, Mo. Trenton, New Jersey Waukegan, Illinois	8,000 in 11 school sys.	BEHAVIOR ANALYSIS define objectives diagnose motivate through reinforcement teach evaluate		Tests exceed national norms.
Public School 91	Brooklyn, New York	1,245	Basic skills taught in reading and arithmetic in kindergarten. Reduced teacher-child ratio in early grades. Principal leads program personally.		51.4% of pupils at or above national norm on reading tests.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Institute for Developmental Studies New York University	New York City (Manhattan)	176	Individual instruction Emphasis on cognitive functioning Sequential presentation of stimuli Learning centers	——	Reading: 2nd grade 2.77
Ypsilanti Perry Preschool Project	Ypsilanti, Michigan	168	Piagetian theory - cognitive objectives and teaching Home visits to involve parents in educative process		145 experimental 115 control 195 experimental 112 control Raw scores on 2nd and 3rd grade CAT
Project Follow Through	Grand Rapids, Michigan	860	DISTAR	2nd grade 106 3rd grade 103	Wide Range Achievement Tests 2nd grade 4.2 3rd grade 4.9
Child-Parent Education Centers	Chicago, Illinois	2,100	1. Direct parent involvement 2. Elimination of social and health problems 3. Use of learning materials with specific approaches 4. Structured programs with feedback available 5. Direct experiences for skill development 6. Multi-age grouping		Reading: Entering 3rd grade 3.0 G.E. April testing for 4th grade 4.8 G.E. Math: April testing for 4th grade 4.9 G.E.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN*

Name of Program	School District	Number of Children	Curriculum	Test Results IQ Points	Test Results Achievement
Home Start	Waterloo, Iowa	175	Home study for 2 year-olds plus pre-K starting at 4 years of age	100.9 Program 93.0 Non-Program	—
Baltimore Model Early Childhood Program	Baltimore, Md.	500	Piaget-type preschool. Heavy parent participation	16.06 pre-post testing gain (Md IQ = 100)	—
Las Vegas Follow Through	Las Vegas, N.M.	395	Englemann Distar program Grades 1-3	—	Gr. 1 - 1.6 Gr. 2 - 3.1 Gr. 3 - 4.0
Murfreesboro Pre-school Development Project	Murfreesboro, Tenn.	355	Mobile classroom for two hour preschool for 3-4 year-olds	19.5 prepost	—
Project Conquest	E. St. Louis, Ill.	1,089	Remedial reading for grades 1-3	—	yearly gain: 1.04 Program .75 Non-Program
PS 243 Follow Through	New York City Schools	675	Bank Street College Curriculum. Grades K-3	—	All grades at national test norms
Urban Education Reading Program	Kansas City, Mo.	7,498	Reading specialist in each school promoting individualized & corrective reading	—	Gr. 1 - 2.7 Gr. 2 - 2.9 Gr. 3 - 3.6
Central Cities Development Center	Fort Worth, Texas	286	Perception training and language development for 2-5 year-olds	10 prepost (Md IQ = 100)	—
Diagnostic Reading Clinic	Cleveland, Ohio	532	Daily remedial reading for elementary children	—	3.65 months gain for ea. mo. of instruction

*Projects selected by U.S. Office of Education for 1972 Education Fair, Washington Hilton, June 1 & 2, 1972

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Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Point	Achievement Score
Wm. B. Travis Elementary School	Dallas, Texas	1,700	Emphasis on language development and development of positive self-concept.		Achievement at one grade level per year of instruction
ESEA Title I	Oakland, California	8,700	Individual approach based on diagnosis, prescription and treatment. Supplementary personnel were used.		Month for month or better gains in grades 1, 2, 4, and 6 in reading. Month for month or better gains in grades 2, 3, 5, and 6 in mathematics.
Preschool Program	Oakland, California	629	Low teacher-child ratio. Stress on skills such as recognizing similarities and differences, categorizing and language development.		Average gain of 29 percentile points on the "Preschool Inventory". Reached 91 percentile level in relation to national Head Start norm.
CO-PLUS (Cooperatively Planned Urban Schools) Project	Chicago, Illinois	7,570	A Board of Education sponsored Model Cities funded program for seven urban schools which provides a saturation of services aimed at upgrading achievement and self-concept through concern and services for the "whole" child, including nutrition and health services. CO-PLUS schools also operate community schools components. More than 110 special events were sponsored by CO-PLUS community school committees.		Exceeded the national average gain of a year in a year in mathematics computation; achieved the national average gains of a year in a year in mathematics concepts; and, of great significance, achieved the national average gain of a year in a year in that most important area of reading comprehension.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Schome (School and Home) Project (In CO-PLUS Schools)	Chicago, Illinois	840	A prekindergarten program for children ages 3 and 4 and their parents to increase the physical, social, and academic readiness of the children for the regular school program, and thus increase the probability of their success.		As of June, 1972, one schome had been in operation a year. Of the 30 children, age 4, who had completed the year, 33% tested ready to read at entrance to kindergarten; at the close of the kindergarten year, 79% tested ready to read. These results may be compared to the approximately 35% usually ready to read at the end of kindergarten in this same school.
TESOL Program at Senn High School	Chicago, Illinois	350	Provision of extensive services, including counseling, to small groups of non-English speaking students who represent a broad variety of ethnic groups and nationalities; provision of two specially designed TESOL laboratories and of specialized personnel.		Test scores on the Comprehensive English Language Test compared favorably with those levels established for existing norm groups; students showed significant gains on the English structure inventory developed by staff; dropout rate was significantly lower than schoolwide rate.
Reading Center at Hess Upper Grade Center	Chicago, Illinois	1,800	A laboratory individualized program for seventh and eighth grade pupils to improve their reading achievement and the quality of reading instruction.		Average of nine months of gain for nine months of instruction was achieved as compared with the previous average 3.0 to 3.5 months of gain indicated for the city-wide test scores.
Saturation of Services to Improve Language Arts Facilities at Manley Upper Grade Center	Chicago, Illinois	1,100	Provision of reading laboratories and a project staffing pattern designed to facilitate pupil progress in reading.		Prorated for ten months of instruction, Manley pupils had gain scores in reading of 7 to 8.5 months, a rate more than twice that indicated for their West Target Area.

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Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
Project R.E.A.D. (Reading Environment and Development)	Chicago, Illinois	2,800	A multiunit, multimedia program of instruction in several content areas for three "inner city" schools which reflect three teaching/learning situations: one, where many children do not speak English as the primary language in the home; a second, where there is a lack of the type of language development required for success with most of the existing textbooks and with so-called "standard" English usage; and a third, where the student body is multi-ethnic and multicultural. This is a Board of Education and Chicago Teachers Union cooperatively planned program.		Prior to R.E.A.D., the average gain in reading at the schools was 5-7 months. The 1971-72 evaluation showed the following gains for the three schools: in word analysis, 10-8-10 months; in word knowledge, 7-8-10 months; and in reading comprehension, 6-8-11 months. Gains for non-English speaking and bilingual children are at a rate equal to or greater than their English-speaking counterparts. Mathematics gains for computation were 11-9-11 and for concepts were 10-6-12 months.
Extended School Year Program	Chicago, Illinois	5,650	The voluntary participation of any Chicago public school in any one of three year-round plans, with an additional plan available to high schools; present participation involves three elementary schools and a middle school, each of which chose the 45-15 Plan; a high school began operation under the 45-15 Plan in July, 1973.		Achievement and attendance at all schools has improved since the program was initiated. Parents have voted for continuation of the program.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Reading Skills Centers	Philadelphia, Penn.	1,100 4th, 5th, 6th grade pupils	Individual diagnosis of reading skills followed by small group and individual prescriptions using a multiplicity of reading materials, at many levels, and with various media devices. Curriculum focuses on word attack skills, comprehension skills, study skills, and literature.		Individualized Reading Inventory 53% of participants progress at a rate of one instructional reading level in a year's time even though 80% of participants were 3 or more book levels below their grade level upon entrance.
School District of Philadelphia	District One (Comegys School)	94	Open Court Program		Grade 1 - Superior to most other schools in district on all subtests of M.A.T.
School District of Philadelphia	District Two	369	Bank Street Kindergarten Program		Most successful kindergarten program in district. Reading Readiness results: Environment 35th percentile Letters and Sounds 60th percentile Aural Comprehension 50th percentile
School District of Philadelphia	District Two (Vaux Jr. High)	1,689	Multi-faceted total school reading effort.		California Achievement Test Reading Grades 7, 8, and 9 - Proportion scoring below the 16th percentile reduced by over one-third. Percentile of mean increased by one-third.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Behavior Analysis Follow Through Model (Three Schools)	Philadelphia, Penn.	K - 289 (½-1 yr. Program Exposure) 1st Grade - 230 (1½ - 2 yrs. Program Exposure)	A positive reinforcement approach: 1. Token system 2. Use of Parents as social reinforcers and instructional agents 3. Programmed instruction in Reading, Mathematics, and Handwriting.		Spring, 1972 Stanford Early School Achievement Test Letters and Sounds - Above National Norms Metropolitan Achievement Test Primary I Total Reading - Above National Norms Total Mathematics - Above National Norms
ESEA Title I Counseling Program	Washington Elementary School St. Louis Parochial School Englewood, Colorado	145 215 360	Improving school attendance, Improving self-image and Improving behavior of Title I children through use of group guidance discussion. (DUSO Program) individual counseling, consultation with teachers and parents.		Improved attendance may show up in improved achievement scores. Improved attendance records was the goal. Decrease in behavioral referrals and changes apparent in child's overt behavior. Score higher on a post-test of Interpersonal Relationship Test. Satisfactory progress in school and improved attitude about self is evident.
High School Dropout Prevention Program	Englewood High Englewood, Colorado	54 - (One half-time counselor)	Individual and group counseling with students and/or parents.		Mean range of 8-15% gain on pre-post Tennessee Self-Concept Scale.
Maddox Elementary School	Englewood, Colorado	390	Individually Guided Education	101	Above national average on Metro Achievement Tests last year.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Readiness for Reading Instruction	Lowell Elementary School Englewood, Colorado	4 First Graders	1. Readiness instruction 2. Beginning Reading 3. Letter and Sound identification 4. Games, puzzles	These children are not responding to their classroom instruction as well as they should. May be IQ or a variety of reasons.	
Reading Improvement Program	Lowell Elementary Englewood, Colorado	40 students from second grade level to sixth	Small group instruction a. 8 pupils in a group b. new materials c. teaching differs from the classroom d. teaching is individualized e. classes meet for 30-45 minutes daily f. games, puzzles and fun type materials are used g. reading machines of several kinds are used	76 - 89	
Grade level instruction for a small group who have ability but are not up to par	Lowell Elementary Englewood, Colorado	10 fifth graders	a. small group instruction b. some regular classroom basic reading skills c. S.R.A. instruction d. reading machines e. games, puzzles f. individual instruction two days a week	90 - 115	
Nursing-Social Work Program	Englewood Public Schools Englewood, Colorado All grades	400 - 800	Full and part-time nurse - social workers maintain detailed records on disadvantaged, low income, and minority students and close contact with them and their families (and social welfare agencies) to facilitate the children's successful attendance at and achievement in school	No specific testing data relating to these specific functions are obtained or available - school holding power with these children is markedly high	

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Clayton School	Englewood, Colorado	600	Our entire school program servces our few disadvantaged and/or minority children. Our emphasis is on diagnosis and prescription. We encourage the opportunity for each child to more as far and as fast as he is able within our instructional program.	We average 10 percentile points above the national average in Reading and Mathematics.	
Clayton School	Englewood, Colorado	105 (all early primary)	PEABODY -- Language kits; Durrell Phonics and word attack kits; Durrell Listening tests and drills. (Emphasis on Language and Vocabulary enrichment.)	Average IQ 88 to 110	Durrell Listening and Reading tests will be used, plus Gates McGinite tests and Spache tests
Clayton School	Englewood, Colorado	Approx. 25-30	Perceptual programs; Frostig exercises and drills. (Supervisor in learning disabilities has trained a corps of volunteer mothers.)	Average IQ 88 to 105	Learning disabilities teacher measure gains pertinent to this program.
Clayton School	Englewood, Colorado	50	Strong emphasis on phonics and word attack; strong skills spiral in comprehension and phonics; use of Harcourt Brace materials; Lyons Carnahan; Kottmeyer; and ABC Co. materials.	Average IQ 80 - 98	Metro tests will be used, plus district-made measuring instruments.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Project Catch-Up Title I	Newport-Mesa Unified School District Newport Beach and Costa Mesa, California	590	A criterion-referenced reading and math laboratory program in which teachers work with children daily on a one-to-one or small group basis.		One month and one-half gain per month spent in the program for 75% of the children and a one month math gain for each month taught for 90% of the children.
Learning is a Family Affair Bilingual Education	Newport-Mesa Unified School District Newport Beach and Costa Mesa, California	168	Emphasis on small group instruction, high interest learning material, instruction in both Spanish and English and cultural activities in two cultures.		Bettye Caldwell Preschool Inventory. Mean difference pre and post (November to May) 26.2 Appel Tests, Criterion-referenced Tests
"Arizona Consortium for Individualized Learning"	Flagstaff, Arizona	770	A program of individualized instruction in reading and mathematics. South Beaver School will implement the reading and Christensen School will implement the mathematics program. This program is modeled after the "Utah Systems Analysis for Individualized Learning". The program includes eight Arizona School Districts of which Flagstaff is one.		The program was implemented in January, 1974. There will be no evaluation of the program the first year of operation.

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Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
APEX - English Electives	Flagstaff, Arizona	1800 students total in two high schools, grades 10-12. Approximately 650 of them are enrolled in lower phase electives for students disadvantaged in English skills.	Seventy non-graded phased electives are offered at the two district high schools. Twenty-seven of them are designed particularly for students deficient in English or reluctant learners.		Criterion referenced tests have been devised for all courses.
Bilingual Education	Flagstaff, Arizona	100 in three elementary schools grades K-4; 35 in one junior high, grades 7-8.	Instruction in both the native language - either Spanish and Navajo - and in English. Teacher aides and ESL teachers used in the program. It is a pilot, new in our district this year.		Selection made by oral-language testing (Monroe) and by interview. No post testing has been done.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Title IV Indian Counseling, K-12	Flagstaff, Arizona	Approx. 1,000	Two Anglo certified counselor-coordinators, four Indians with degrees called teacher-counselors, and four Indians who are university students working as aides, serve in a counseling program in Flagstaff Public Schools for Indian students. The program is funded under Title IV and is a "first" for Flagstaff Public Schools. The purpose of the counseling program is to help students academically and socially. Problems of absenteeism, alcohol, under-achievement, and dropouts are worked with. These goals will be measured by school records. Even though the program is new, a lot of good feeling is evident. An Indian Advisory Committee representing six tribes made up of students, parents, and teachers monitors the progress and direction of the activities.		Gains will be noted at the end of the school year as evidenced by school records.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Vocational Resource Program for Disadvantaged and Educationally Handicapped	Flagstaff, Arizona	60	Resource Program utilizing 4 special education teachers and one work experience coordinaton a. Vocational curriculum, that coordinates with the existing school programs. b. Cooperative job training stations. c. Remedial instruction.		75% of students improve vocational attitudes and plans as evidenced by pre- and post-tests with Geist Picture Interest Inventory.
Special Reading Title I 89-10	Flagstaff, Arizona	445 students in the seven elementary schools. 147 students in two Jr. High (7-9). 98 students in two Senior High. Total 690 students in the special reading program.	A corrective and remedial program utilizing 16 special reading teachers implementing a program designed to bring students who are from 1 or more years below grade level (primary elementary) to 2 or more years below grade level at the Jr. and Sr. High level to potential or grade level.		95% of all students in the elementary program met the objective as measured by pre- and post-test. Gates McGinitie Test. 90% of all students in the junior and senior high met the objective as measured by the same instrument.

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Diagnostic-prescriptive learning centers	Muskegon, Michigan	375	Diagnostic-prescriptive work done by teacher and teacher aide in language arts and mathematics daily with third through ninth grade students working one year or more below potential. Use of motivational counseling		Average gain in 8 months in program. WRAT - reading 1.07 WRAT - mathematics 1.03 T-scores 7.42 and 13.08
English as a Second Language Project-ESL (1972-73)	Clark County School District, Las Vegas, Nevada	289	Reading and Mathematics instruction commensurate with ability in using English.		Grades 1-6: M.A.T. mean pre-test/post-test stanine gain from 2.9 to 3.6 in Total Reading.* Grades 1-6: M.A.T. mean pre-test/post-test stanine gain from 2.8 to 3.6 in Total Mathematics.* *significant ($P \leq .05$)
Johnson O'Malley Las Vegas Indian Colony Project (1972-73)	Clark County School District, Las Vegas, Nevada	10	Individualized instruction and remedial assistance in Reading, Mathematics, Language, Social Studies and Science		Grades 1-5: Standardized test scores indicate students maintained or increased historical growth rate in terms of grade equivalents (M.A.T.)
Johnson O'Malley Las Vegas Indian Colony Project (Summer, 1973)	Clark County School District, Las Vegas, Nevada	14	Concentrated instruction in Reading and Mathematics		Grades K-6: Total Mathematics matched "t" test (M.A.T. standard scores) indicated statistically significant gain ($P \leq .05$)

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Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Johnson O'Malley Moapa Indian Colony Project (1972-73)	Clark County School District, Las Vegas, Nevada	32	Individualized instruction and remedial assistance in Reading, Mathematics, Language, Social Studies, and Science		Grades 1-12: Standardized test scores indicate students maintained or increased historical growth rate in terms of grade equivalents (M.A.T.)
Johnson O'Malley Moapa Indian Colony Project (Summer, 1973)	Clark County School District, Las Vegas, Nevada	20	Concentrated instruction in Reading and Mathematics		Grades K-6: Kindergarten students demonstrated readiness skills by scoring at or above the 83rd percentile (M.A.T.)
Title I Moapa Migrant Project (72-73)	Clark County School District, Las Vegas, Nevada	49*	Individualized instruction and remedial assistance in Reading and Mathematics		Grades 1-6: Increased historical rate of growth in Total Reading and Total Mathematics (M.A.T.)
Title I Moapa Migrant Project (Summer, 1973)	Clark County School District, Las Vegas, Nevada	37*	Remedial assistance in Reading and Mathematics		Grade K: 86% achieved at or above the 50th percentile (M.A.T. Readiness) Grades 1-6: Substantial gains in reading and mathematics skills (M.A.T.)
Title I School Readiness Program (72-73)	Clark County School District, Las Vegas, Nevada	435*	Concentrated individualized reading instruction and social enrichment activities		Grade K: 43% achieved at or above the 50th percentile rank (M.A.T. Readiness) Grade 2: Mean gain of one month for each month in the reading program (M.A.T.)

*Not limited to minority students

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Title I School Readiness Program (Summer 1973)	Clark County School District, Las Vegas, Nevada	502* *Not limited to minority students	Concentrated individualized reading instruction and social enrichment activities		Grade K: 59% achieved at or above the 50th percentile rank (M.A.T. Readiness) Grades 1-2: Increased historical rate of growth in Total Reading (M.A.T.)
K-3 EDP Program	Baltimore County, Maryland Greenwood 6901 North Charles St. Towson, Maryland 21208	2,308	Program for Reading Improvement involving teachers, paid aides, paid parent helpers, and non-paid volunteers.		The primary objective of the Title I program was for the identified pupils grades 1-3 to show average pre-post gains in reading of one month per month of instruction. The measuring device was the Gates-McGinitie Reading Tests, Levels A, B, and C, and the unit of measure was the publisher's grade equivalent scale. Pupils were identified for the most part by their scores on pre-test Gates-McGinitie Reading or Readiness Tests. Data indicated the following: For 553 first graders, the average gain was 1.1 months per month of instruction: For 569 second graders, the average gain was 1.0 months per month of instruction: For 470 third graders, the average gain was 1.0 months per month of instruction. Additionally, the end of year post-test reading grade equivalent mean levels were 1.8, 2.4, and 3.0 for 1st, 2nd, and 3rd grades, respectively.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Junior High Reading Laboratories	District 22 Brooklyn, New York	381 (for 4 months instruction) 157 (for 8 months instruction)	Individualized programs are prescribed for students utilizing the tachistoscope, controlled readers, aud-X, listening skills, plus a multiplicity of other materials. Focus is on word attack skills, vocabulary, comprehension and work study skills. (For students retarded two years or more in reading)		In 4 months of instruction, the median gain was 8 months, ranging from 1 month to over 3 years. In 8 months of instruction, the median gain was 1 yr, 2 months, ranging from 1 month to 2 years, 7 months.
Reading Skill Centers	District 22 Brooklyn, New York	600	Students work at Junior Controlled Readers in individual carrels. Programming is individualized after diagnosis. Each student works at his own rate of speed. A multiplicity of other materials are used also. (For students retarded two years or more in reading on the elementary level)		Median growth of 9.5 months in 8 month period, ranging from 1 month to over 3 years.
Extended Day for Remediation, Recreation and Research	Six Title I Eligible Schools Warren, Ohio	1,314	Provides remedial help for 4-5-6 graders after school. 1/2 of program presents recreational activities including guest speakers, craft and sports activities.		Evaluation consists of parent-teacher questionnaire and attendance.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Supportive Services	Seven Title I Eligible Schools Warren, Ohio	1,681	Provides psychological, home school coordination and medical (nurse) services for grades K-3 or the Title I Schools.		Evaluation of individuals performance measured by those who use these services. Cases recorded and tallys are made by service personnel.
Tutorial Program	Warren, Ohio	21	Tutorial services are provided to residents at the home to assist with homework and to broaden their experiential background through field trips. Any child who is a resident at the home is eligible for services.		Due to high degree of transiency, informal questionnaires are used to evaluate the program. Generally, reaction is positive regarding acceptance and continuance of services.
Summer School (Extended Second and Third)	Warren, Ohio	185	Past evaluation results have shown that many of the public and non-public school youngsters have developmental problems as the result of experiential and language deficits. Summer school is designed to provide additional time and instruction needed if these children are to achieve at their maximum potential. Curriculum correlates creative expression and language arts using the language experience approach.		(N=121 available for pre- and post-test sessions) 50.4% gained at a rate equivalent to 1 year or more within a year's time.
Word Analysis Aide Program (Gr. 2-4)	Warren, Ohio	100	Program is designed to teach the sound-symbol relationship as a prerequisite to reading.		52% fell within Title I's "Marked Improvement" or "Improvement" range.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
ESEA Title I Diagnostic Reading Program Grades 1-3	Warren, Ohio	540	Based on Educational need to upgrade language arts. Emphasis is on early identification and prevention of possible reading readiness reading difficulties in kindergarten and first grade and on diagnosis and remediation in second and third grades. Reading specialists work with 8 groups of 5 or 6 children 30 minutes daily. Children who demonstrate educational need based on testing and teacher's opinion are eligible for the program.		Grades 1-3 56.9% showed 1 year + gain 39.9% showed 1½ years + gain
Diagnostic Reading Program (kindergarten)	Warren, Ohio	111	Kindergarten Intervention Program for Borderline Achieving Children		Average readiness raised to "ready for school" level by end of kindergarten year. Follow-up at end of first grade placement level 1.9.
Clay, Jefferson Washington	Williamsport, Pa.	150	Individual, small group instruction in musical activities to improve social, emotional and intellectual growth and development. The ratio of teachers and children average 20 or 30 to 1 per day.		The primary students participating have increased their knowledge of basic elements of music. The upper elementary students have increased their performing skills: learned to play guitar, baritone ukelele, recorders, melodicas, resonator bells, metallaphone and marimba.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Clay Washington Jefferson St. Boniface	Williamsport, Pa.	133 67 199 78	Open Education program K-5 emphasizing a developmental program in reading, math and affective education. Ratio of teachers to children is 27:1.		High scores on attitude scale (SMILE Inventory) 99% attendance by parents at parent conferences Criterion referenced tests to measure achievement are currently being developed.
WASD Reading Improvement-Program	Williamsport, Pa.	427	Through diagnostic program at the beginning of the year; on-going diagnosis of great importance throughout school term. Many approaches to reading used, depending upon the needs, interests and abilities of children. Building self-esteem an integral part of learning activities.		Average reading growth by grade levels and months from fall to spring, 1972-73: Grade 2 - 1.5 - 2.3 8 months Grade 3 - 2.1 - 2.8 7 months Grade 7 - 4.4 - 5.2 8 months Grade 8 - 4.6 - 5.3 7 months 95% of the children in grades 2 and 3 "held their own" when they returned to the regular classroom. Children in grades 2 and 3 read an average of 22 books per child. Attendance on all grade levels was approximately 95%. The reading done by junior high pupils to elementary children built reading skills, improved attitudes, and improved behavior.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Compensatory Educational Program in Reading	Anniston, Alabama	1005 in grades 1-8	Supplementary reading program of Anniston using: a. Teacher and teacher aide. b. New materials and audio-visual equipment. c. Small group instruction. d. Individualization of classroom instruction. e. Self-administering and self-directing activities. f. Realistic, attainable standards. One extra hour of reading instruction for each pupil on a daily basis.		Pupils, on the average, demonstrated one month gain in reading achievement for each month of instruction as measured by the California Achievement Test in Reading.
Reading Improvement Program	Anniston, Alabama	288 in grades 4-5	Teacher and guidance specialist diagnose reading deficiencies and prescribe a corrective reading program. Each student receives instruction from the corrective reading teacher one hour per day on an individual basis or in small groups of 5-7 students.		Seventy percent of pupils made 1.0 years gain in reading achievement as measured by the California Reading Achievement Test.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Junior High School Reading Laboratories	Greenville, Mississippi	180 7th graders	The labs are designed to offer an individualized program of reading improvement to students who are reading a year below grade level. Through results of our own teacher-made DIAGNOSTIC READING SKILLS TEST each student's specific strengths and weaknesses are assessed. High interest-low level instructional materials, including content area materials and programmed reading materials are being used. Reading machines and equipment designed to appeal to various learning modalities are used as aids to an eclectic approach to remediation.	Average range	
Junior High School Ungraded 7th grade Sections	Greenville, Mississippi	60 7th graders	The purpose of these ungraded sections of seventh-graders is to help the average underachiever to acquire the basic skills and concepts which should have been learned in earlier years. Students are given individual instruction in language arts, mathematics, and social studies. The maximum load per section is 20 students.	Average range & Dull Normal	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Remedial Reading	Greenville, Mississippi	640	Low pupil teacher ratio (not to exceed 8 in one class) Emphasizing the language development approach Meeting individual reading needs through diagnosis, prescription and remediation Implemented by reading machines to enrich the program as Hoffman, Tach-o-matic, T-matic Developing self-confidence in the pupil and encouraging wide independent reading	4, 5, 6 Most pupils made the normal amount of gain. Many made more than a year's gain in achievement	
PRIDE Prescriptive Individualized Diagnostic Education (ESEA Title I)	Pueblo, Colorado District 60	Approx. 1,600 (Preschool, K-9)	A corrective learning program with the primary emphasis on the development of reading skills. Diagnostic teachers in Title I schools take children on one-to-one or small group basis for help in the basic reading skills.	Gr. 3 - 147 Stu. 0.0-0.5 gain 49 0.6-1.0 31 1.1-1.5 23 1.6-2.0 15 2.1-2.5 4 2.6-3.0 9 3.1 & above 4	Gr. 6 - 107 Stu. 43 15 11 6 3 - -
DISTAR - Direct Instructional System for Teaching Arithmetic and Reading (ESEA Title I)	Pueblo, Colorado District 60	300 Kdg. and 1st grade students in 3 Title I schools	Siegfried Englemann's highly structured method for teaching language, reading and math is utilized by regular classroom teachers and specially trained aides.	Stanford Early School Achievement Test.	Expected local objectives have been met.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Music (ESEA Title I)	Pueblo, Colorado District 60	1,952 1st, 2nd & 3rd grade students in 12 elementary schools	A specialized music teacher is assigned to two buildings. She conducts a primary music program utilizing the Kodaly-Orff method and involves the students in both music and basic learning activities.		Positive gains especially in the area of the affective domain as reported by classroom teachers in the Title I buildings.
Ginn Tutorial Program (ESEA Title I)	Pueblo, Colorado District 60	Approx. 125 students Grades 1 & 2	Specially trained aides work with students on a one-to-one basis in the Ginn Tutorial program, a structured program especially developed for non-certified personnel.		Expected local objectives have been met.
Savannah-Chatham County Public Schools CORRECTIVE READING PROJECT	Savannah, Georgia	2,900 33 teachers in 26 schools; public and non-public	This activity placed a corrective reading teacher in all Title I elementary and secondary schools in addition to the state allotted teachers. These teachers provided individual diagnosis of reading skills through the Random House Criterion Reading Program followed by individual and small group remedial instruction using a wide variety of reading materials and various media devices for disadvantaged students in grades 2, 3, 7, and 10.		Average Gains for Approximately 8 months of instruction Grade 2 - 1.1 Grade 3 - .8 Grade 7 W.K. - .9 Comprehension - 1.0 Grade 10 W.K. - 1.3 Comprehension - .6

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Savannah-Chatham County Public Schools TUTORIAL	Savannah, Georgia	960 64 teachers in 10 centers-grades 4 - 12	Provide students in the Title I areas the opportunity to be tutored in homework subjects at specified tutorial centers after school hours. Supplementary materials in the form of Reader's Digest Skill Builders and Spectrum Math workbooks are used by the teachers for remedial teaching in Reading and Mathematics. A librarian is employed for each center and conducts sessions with each group on the use of the library.		An analysis of grade changes on the report card of each participant will be made after each report period.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Savannah-Chatham County Public Schools ESSA	Savannah, Georgia	2,240 18 Elementary Schools grades 2 - 6	To reduce the disparity in reading achievement levels of elementary students in selected target schools, specialized training in the affective and cognitive domain will be provided selected teachers. Training will concentrate upon attitudes, divergent values, and on understanding of cultural differences. Innovative developmental reading programs will be established in the target schools which have been divided into three groups by means of the grade spans housed in the schools. Group A will be a support program for basic developmental reading activities in grades 1-4, using Sullivan Programmed Reading Material. Participants in the second and third grades will be given the Stanford Primary Reading Test, form W, in September and form 4 in May. Fourth grade participants will be given the Reading Test of the Iowa Test of Basic Skills, form 5, in September; form 6 will be given in May. Group B will be a basic reading skills development program designed to reinforce skills not mastered in the primary program using System 80. The fourth, fifth, and sixth grade participants will be given the Reading Test of the Iowa Test of Basic Skills, form 5, in	On-going evaluation throughout the year will reflect a 25% level of improvement. At the conclusion of the project period of the 1973-74 school year, 80% of the 2,240 target students will show a 50% greater gain in reading comprehension as a result of the project activities than they would have if they had not been included in the program.	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Savannah-Chatham County Public Schools (continued)			in September; form 6 will be given in May. Group C - The fifth and sixth grade participants will be given the Reading Test of the Iowa Test of Basic Skills, form 5, in September; form 6 will be given in May.		
Basic Skills (Grades 3-6)	Port Chester Public Schools Port Chester, New York	600	a. diagnostic-prescriptive treatment b. small group and one to one instruction c. emphasis on diagnosis, performance objectives and sequential learning		Mean achievement beyond 1 grade level for 1 year of instruction
L.L.L. Reading Program (Grade 1)	Port Chester Public Schools Port Chester, New York	89	a. perceptual and visual training b. communication skills c. low teacher-child ratio d. instrumentation technology		92% of the participants scored within 4 months of grade level or better Wide Range Achievement Test
Cooperative Teaching Program (Grade 7-8)	Port Chester Public Schools Port Chester, New York	40	1. multi-level structure 2. behavior modification 3. development of positive self-concept through group psychodynamics 4. strong emphasis on individualized instruction		Students exceeded predicted mean scores by 1 year as measured by the Stanford Achievement Test
I. M. C. Mini Project	Port Chester Public Schools	15	1. audio-tutorial reading lab 2. locally produced instructional materials 3. ownership of materials (pens, folders, writing tablets)		100% of students achieved passing grades on selected criterion-referenced reading objectives

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
S.P.E.L.L. (Student Prescription Educational Learning Lab)	Des Moines, Iowa	72	Diagnostic/prescriptive-wide variety of materials, 20 students assigned to each of 3 Junior High Centers at any given time.		Gr. 7-9 1.79 Read. 1.82 Math Months growth per month in the program
Right to Read Casady School	Des Moines, Iowa	35	Diagnostic/prescriptive-wide variety of materials. Word reward (motivational) component.		Gr. 1-6: 1 month growth per month in the program Each student reads an average of 31 books during the year
New Horizons	Des Moines, Iowa	385	Oral reading, independent projects, vocabulary word analysis, listening comprehension, rate skills, study skills.		Gr. 7-12: 1 month growth for each month of instruction
Bryant Youth Educational Support Center	Minneapolis, Minnesota	50	Students who are socially maladjusted and/or academically underachieving attend classes full time at building away from their regular school. Program emphasizes intensive, individualized basic skills instruction and behavior modification.		Center's typical student made vocabulary gains of 1.5 months on the Gates-McGinitie Test and 2.0 months gain on the Stanford Word Meaning Test for each month they were in the program. On the Gates-McGinitie Comprehension Test, students made 1.8 months gain for each month in the program. They made 2.2 months on the Stanford Paragraph Meaning Test for each month in the program. Grade equivalent gain for Arithmetic Computation was 1.3 months gain for each month in the program; for Arithmetic Concepts, 1.8; and for Arithmetic Application, 2.3 months gain for each month in the program.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
Basic Skill Centers	Minneapolis, Minnesota	675	Individualized instruction provided for students from grades 3-7 using multi-media approach which included Talking typewriters, Language Masters, Talking Pages, and other devices as well as a related classroom. Machines are programmed by Basic Skill Center staff with original lessons designed for students with severe reading problems. Students were from Title I Target Area Schools.		Students made grade equivalent gains well above what would have been expected for average children working at the reading levels of the Gates-McGinitie and Stanford Primary Achievement tests which were the measuring instruments.
Mobile Learning Centers	Minneapolis, Minnesota	423	Program featured use of TV like teaching machines and educational materials developed by Dorsett Educational Systems. Students operated machines, but also received help from certified reading teacher and aide. Goal of the program is to raise rate of reading growth of secondary students in selected Title I schools who were one or more years below grade level in reading.		Eighty percent of students made grade equivalent gains on comprehension tests over those expected for length of instruction. Sixty-four percent made such gains on vocabulary. Gates-McGinitie tests were used.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
Individually Prescribed Instruction in Math - Hall School	Minneapolis, Minnesota	250	Children in grades 2-6 participated on IPI math program, which is organized on a continuum of 415 math skills grouped into eight levels according to increased difficulty. Students progress through the continuum at their own rate as they master the skills (85% correct on each skill post-test.)		Achievement scores on the Modern Math Supplement to the Iowa Tests of Basic Skills have improved during each year of the IPI project. The mean fall-to-spring raw score gains at grades 4-6 have been equivalent to at least one grade equivalent month for each month of the project. Within each grade, the publisher's percentile for the end-of-the-year mean raw score has increased with each year of the project. For example, the fifth grade percentile has increased from 22 in May, 1970 to 46 in May, 1973.
ESEA Title I Santa Rosa City Schools	Santa Rosa, California	530 (grades 7-12)	Learning Skills Centers. Reading and match specialists using an individual approach based on diagnosis, prescription, and treatment. Instructional aides are employed, auxiliary services (counseling) provided, and home-school coordination maintained through liaison personnel. Continuous staff development and parent advisory group involvement.		52% of the 7th-9th grade students made 1.2 years gain in reading as a result of 7 months of instruction. 60% of the 7th-9th grade students made 1.2 years gain in mathematics as a result of 7 months of instruction. 47% of the 10th-12th grade students made 1.2 years gain in reading as a result of 7 months of instruction. 40% of the 10th-12th grade students made 1.2 years gain in mathematics as a result of 7 months of instruction.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
ESEA Title I Santa Rosa City Schools	Santa Rosa, California	450 (K-6)	Individualization of instruction based upon diagnosis and prescription conducted in self-contained classrooms. Use of instructional aides and resource personnel in reading and mathematics. Auxiliary services (counseling) and home-school liaison provided. Continuous staff development and parent advisory group involvement.		All kindergarten students exceeded the 6th stanine after 7 months of instruction. Grade one students gained 36 percentile points after 7 months of instruction. Over 43% of the 2nd and 3rd grade students made 1.2 or more years gain in reading as a result of 7 months of instruction. 55% of the 2nd and 3rd grade students made 1.2 or more years gain in mathematics as a result of 7 months of instruction. 33% of the 4th and 5th grade students made 1.2 or more years gain in mathematics (computation, concepts, applications) as a result of 7 months of instruction. 39% of the 6th grade students gained 1.2 years in reading as a result of 7 months of instruction. 37% of 6th grade students made 1.2 years gain in mathematics as a result of 7 months of instruction.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Developmental Reading	Ashland, Kentucky	375	The program is designed to provide individualized and small group instruction to those students who have been identified through testing and teacher - principal observations as functioning in reading at least 1½ years below their expected reading level.		Last year's results show that 264 of the students gained more than one year in their reading level, 79 gained more than two years and 22 showed less than one years' gained.
C.S. 129/234	Bronx, New York Comm. School Dist. 12	2,000	Caleb Gattegno approach to: 1. Reading - Words in Color 2. Bilingual Mini-School - Using the Silent Way 3. Mathematics - Algebricks		Reading on or above Grade Level, May, 1973 (M.A.T. C.S. 129 - 44.6% C.S. 234 - 56.6%
C.S. 20	Bronx, New York Comm. School Dist. 12	1,000	Individualized Reading using many materials E.S.L. programs Peer-teaching Individualized Mathematics - small group instruction Reading and Mathematics Resource Rooms		C.S. 20 - 37.1%
Hazleton Area School District	Hazleton, Pennsylvania	3,000	Major stress is instruction based on extensive informal diagnosis of reading achievement. Success oriented program utilizes the structure of a basal system with the utilization of many supplementary materials to extend and reinforce skills taught. Reading specialists diagnose, prescribe and train classroom teachers.		Scores of participants are above national norms at .01 level of confidence.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
Broadway School (DPPF Program) 2nd year	Maple Heights, Ohio	420	"Remedial Program for Children with Reading Disabilities" Designed for children in grades 2-6 who exhibit reading disabilities of one year or more below their expected reading levels.		Gr. 2 1.1 to 2.2 Gr. 3 .6 to 1.3 Gr. 4 .5 to 2.1 Gr. 5 .6 to 1.9 Gr. 6 1.1 to 2.1
Broadway School (Title I Program) 1st year	Maple Heights, Ohio	25	"Tutorial Remediation of Basic Skill Deficiency in Under-achieving Children." Designed for children in grades 4-6 who are (1) of at least low average ability and whose reading and language development skills are one year or more below grade level, (2) are of at least average ability and whose arithmetic achievement is one year or more below grade level and (3) those with behavioral problems which appear to be related to their basic academic skill deficiency.	No evaluation - 1st year of program.	
East Jr. High School (DPPF Program) 1st year	Maple Heights, Ohio	794	"Improvement of Communication Skills". Designed for students in grades 7-9, who are achieving one year or below expected grade levels in the language arts skills, especially reading.	No evaluation - 1st year of program.	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Uplifting Skills Centers P.S. 15, 110, 188	New York City	60 students in Pre-K Unit 27 students in Perceptual Unit	Pre-K Unit: To organize and run a unit program that would meet the needs of this age group to develop the ability to use language functionally, to improve parent involvement in school experience, and to provide a positive educational environment. Unit dealt with three and four year old students and attempted to provide training and opportunities for intellectual growth through development of listening-speaking skills, and first hand experimentation with instructional materials. Perceptual Unit: To identify children with perceptual difficulties that might interfere with their studies and prescribe a program of work that would remediate their problems. Ancillary services were provided by the N.Y.U. group, mainly in the form of consultant services. Students serviced by the Unit were in grades one and two.	Pre-K Unit: Significant at the .05 level on Pre-Kindergarten Reading Assessment Test Perceptual Unit: Significant at the .05 level on NYU Search Battery	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Diagnosing Reading Difficulties P.S. 34, 63, 122, 134, 137	New York City	228 students in grades 1 & 2	Diagnostic/Prescriptive testing of first and second grade students in five Title I schools who are experiencing difficulty in learning to read as a result of possible learning disability. Training of classroom teachers who are working with these students in order that they might teach directly to the diagnosed student's special needs. Training of selected 1st and 2nd grade teachers in diagnostic techniques so they might identify student needs more precisely and be able to set up a prescriptive program without the aid of a specialist.		Significant at the .01 level on Criterion Referenced Readiness-First Level Tests Criterion skills were based on Reading Skill Objectives of Walter Barbe
Special Reading Services P.S. 4, 15, 20, 64, 97, 140,160	New York City	154 students in grades 3&4	Diagnosis of each pupil accepted for remediation, planning a diagnostic prescriptive corrective program, and clinical remediation programs. Student selection was based on the most severe reading problems in the seven Title I schools which were serviced.		Significant gains made in word analysis skills and oral reading abilities on the Roswell Chall Reading Test of Word Analysis Skills for 9 months of instruction, average reading gain 40.5 points.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Prevention and Remediation of Reading Disability P.S. 61, 110, 188	New York City	95 students in grades 1 & 2	Materials used for remediation and testing were provided by the Learning Disorders Unit of New York University Medical School. The Search Battery was utilized for the identification and remediation of learning disabilities, in general, and reading problems in particular. Each child, based on the results of the Search Battery, was begun on an individualized program of activities.		Significant gains at the .05 level Gates McGinitie Auditory Discrimination Test Gates McGinitie Blending Test Wide Range Achievement Test Oral Reading
Responsive Educational Program	Berkeley, California Buffalo, New York Cleveland, Ohio Duluth, Minnesota Fresno, California Lebanon, New Hampshire Salt Lake City, Utah St. Louis, Missouri Goldsboro, N. Carolina Sumter, S. Carolina Washoe, Nevada Tacoma, Washington Jefferson Parish, La. Owensboro, Kentucky Wood, Wisconsin	1,500 in 15 school systems	Individualized programmed instruction designed for 3-9 year old children by the Far West Laboratory for Educational Research and Development. Three preschool programs for children, Head Start, Day Care or nursery school; primary school programs for children in kindergarten to grade 3 (including Follow Through); and a parent/child Toy Lending Library for parents to work at home with children. For implementation of program, Laboratory developed a Flexible Learning System to provide responsive competency-based training for ECE.	Children who have participated in the RFT program 2 years or longer maintain or even improve their level of performance as measured by an average gain of 8.85 IQ points.	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
HOPE Program (Home Oriented Preschool Education)	Charleston, W. Virginia	25,000	Home-oriented instructional system designed for 3, 4, & 5 year olds by the Appalachia Educational Laboratory. It consists of daily television lessons, weekly home visits by paraprofessionals and weekly group instruction staffed by trained teachers in a mobile classroom for convenience to parents and small children.		Learning was classified into cognitive, language, psychomotor, social skills, and interest categories. The following instruments and methods were employed to measure aspects of performance: 1. Cognition - PPVT Test scores on the PPVT favored HOPE children. The interaction of the paraprofessionals home visitor with parents and children was associated with substantial gains. 2. Language - ITPA HOPE children attained significantly higher scores on measures of the ability to describe objects verbally and to communicate by means of manual expression. 3. Psychomotor - Marianne Frostig Developmental Test of Visual Perception HOPE children achieved a significantly higher level of motor coordination and perceptual learning ability. 4. Social skills - interaction analysis technique Children who participated in the mobile classroom activities developed more constructive social skills than children who received only the home visitor and television program and that group inturn was more socially constructive than children who only watched TV programs.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
HOPE Program (continued)				5. Interest - attitude checklist and anecdotal records systematically collected during the year. AEL program rated high on childrens TV programs. 89% of parents reported that their children watched the TV program. 80% of parents watched program with children	
Summer Reading Program	Lexington, Mass.	230 students in grades K-8	Emphasis on the special diagnosed reading needs of elementary and secondary pupils whose reading progress is significantly below their expected level of performance. A physical education program to encourage eye-hand and eye-foot coordination parallels the objective of the reading program.		Stanford Diagnostic Reading Test Level 1 Average gain of 2.5 months for a 30 minute instructional period, 5 days a week for 5 weeks.
Bi-lingual Bi-cultural Program (regular term)	Greeley, Colorado	61 in grades K-6	Program for migrant students to improve language skills in Spanish and English. Reading writing and correct pronounciation and grammar emphasized. Cultural background of Mexican-American studied.		Most evaluations have been informal teacher observation of student's growth to emphasize learning, rather than passing tests. Individual objectives set for each child. Three reading tests (Spanish) administered fall, winter, spring. Scores ranged from 80% on 76 questions in Fall to 100% on same questions in Spring.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Summer Program Reading and Language Arts	Greeley, Colorado	61 in grades K-6	Emphasis on bi-lingual reading, language skills, and mathematics		Standard of achievement is ¼ of a grade level for 8 weeks of instruction. Tests administered: 1. Pupil-performance Objectives Criterion Test 2. Michigan Math Criterion Test
Migrant Parent-Child Home Intervention Summer Program	Greeley, Colorado	250 in grades K-12	Emphasis on preventing migrant school children from becoming reading failures in school. Teacher will work with parents in the home to provide early language experiences.		An observation checklist of specific skills the teacher stresses will be developed. Parents will evaluate their child's progress for the 8 week period.
Project Early PUSH	Buffalo, New York	805	Child-centered instructional preschool program for disadvantaged 4 year olds. Curricula concerned with the growth and development of the whole child, i.e. physical, social-emotional and intellectual growth and development of communicative skills with intensive parental participation.		1. Screening Test 89.9% of students gained an average of 8.85 points for 7 months of instruction 2. Illinois Test of Psycholinguistic Abilities Average gain of 8 points for 7 months of instruction 3. PPVT Average gain of 8.45 points for 7 months of instruction
Basic Learning Skills Laboratory	Panama City, Florida	867 students in grades 2-5 in 15 schools	Provides learning experience to increase reading skills of children who have scored at least 5 years below school grade placement for grades 2, and 1.0 grades below in grades 3-5.		Stanford Reading Diagnostic Test 1.4 month gain for 5 months of instruction

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Art Activities for the Disadvantaged	Panama City, Florida	927	An art instructor housed in an art van will provide instructional services to those students who are performing 2 or more grade levels below ATP.		Teacher opinion of various ways in which the student expressed himself serves as the evaluation.
Basic Learning Skills Developed for TMR	Panama City, Florida	60	Individualized program designed to analyze and develop the basic skills necessary for daily living.		Continuous evaluation and feedback from standardized evaluation instruments, e.g. TMR performance profile, Cain-Levine, San Francisco Vocational Scale, California Achievement Test, Frostig Visual Perception, ITPA and Psychoeducational Inventory of Basic Learning Abilities as well as teacher-made rating scales and assessment instruments.
Project VIII Focus on Drop-Outs A New Design	Paducah and Louisville Kentucky	480	Emphasis on reducing drop-out rate in grades 9-12, increasing reading and math achievement in grades 7-12, increasing attendance in grades 7-12, improving the student's self-concept, decreasing discipline referrals and suspensions. Project Components 1. Instructional (English, Math, Social Studies, and Reading) 2. Staff - Development (human relations and curriculum development) 3. Student services (parent involvement, counseling and health services)		1. 10% reduction in drop-out rate. 2. Results of "Comprehensive Tests of Basic Skills" and Criterion-Referenced Tests showed an increase of 1.2 grade levels in reading and 1.2 grade levels in math for 12 month period. 3. Attendance increase of 4% per year. 4. "How I See Myself" Self-Concept Scale - Average increase of .05 for 9 months of instruction. 5. Discipline referrals reduced by 16%. 6. Number of Suspensions reduced - No longer a major problem.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Learning Disabilities Program	Wakefield, Mass.	190 children in 2 schools	Program for motivating and aiding children with learning problems.		Behavioral objectives are established at 1-5 years in reading and math achievement.
Oral Communication	Orlando, Florida	2,020	Individualized program for developing language skills for grades 1-3. Program developed by teachersand supervisorsin county.		Average gain of 10 percentile points as measured by the Scott Foresman Picture Vocabulary Survey.
IMS Math (Individualized Math System)	Orlando, Florida	1,420	Individualized math system developed by Random House Publishers for grades 4-6.		1.1 month gain as measured by the CTBS (Comprehensive Test of Basic Skills) for 1 month of instruction.
High Intensity Reading	Orlando, Florida	300	High Intensity Reading Program developed by Random House Publishers to develop basic skills for grades 1-3.		1.1 month gain as measured by the CTBS for 1 month of instruction.
Title I: Remedial Reading Program Project	Newport, Rhode Island	435 students in grades 4-11	Individualized remedial reading instruction with specialized provision for particular reading difficulties related to a diagnosed learning disability. The Learner and not the materials to be covered is the prime focus of the program.		After 38 weeks of instruction, 75% of the students showed an increase of 5 or more percentile points in reading comprehension and reading vocabulary as measured by the Gates-McGinitie Reading pre-and post-tests.
Early Childhood Development Program	Union School District of Concord, N. H.	75 in grades K-2	Curriculum consists of visual work, auditory work, gross motor activities, fine motor work and language skills. Skills are taught at a level insuring success.		1. Pre-and post-testing on the Meeting Street School Screening Test achieving an average gain of 15 raw score points for the participants in the program. 2. To show gains in positive feelings about self and relationship to others using Faces Scale and teacher evaluation.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Title I: Early Childhood Home Education Project	Concord, New Hampshire	30	Primarily a home-based program with a major goal of involving parents in the education of their children. It uses the services of home visitors, of "learning place" located in a trailer, and a toy sharing library.		1. Pre-and post-testing on the Preschool Attainment Record revealed a 4 month average gain per 9 months of instruction. 2. Pre-and post-testing utilizing a staff composed list of instructional and behavioral objectives. 3. Parent, teacher and principal evaluations.
Pre-Kindergarten	East Hartford, Conn.	101	An individualized program for children ages 3 and 4 and their parents to provide the basic concepts and beginning cognitive skills in the language arts and vocabulary development needed for school success.		Test scores on the PPVT administered to 75 children showed an average of 9 months growth in "hearing vocabulary" for 7 months of instruction. The mean percentile changed from 28% to 36%. The TOBE Language test administered to 60 children showed a percentile change from 25 to 65% for the same period. A checklist of developmental and educational skills was kept by each teacher to assess the child's individual growth during the year. Parents and teachers reported a more positive home-school relationship. The "Smiley Bag" utilized for sending home materials for parental involvement each week, was part successful.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Follow-Through Kindergarten	East Hartford, Conn.	292	For children who have had pre-K, a continuing individual diagnostic-prescriptive program to increase school achievement in reading, language arts, mathematics and other basic concepts and skills needed for school success. Resources of the home and community are used. Activities are varied with some of the classes being structured and others using the open classroom and/or Montessori approach.		Test scores on the TOBE in Math, Language, Science and Social Studies showed that the Follow-Through Kindergarten children at the post-test had exceeded the average mean raw score of a control group. (Average score of control group 19.63, Average score of Follow-Through K 21.48) A checklist of developmental and educational skills was kept by each teacher to assess the child's individual growth during the year. Parental evaluations were based on either SWRL Materials and criterion tests or the parents acceptability and comments about the take home packet of materials. In all methods of evaluation, the staff noted excellent growth in the individual child's achievement for school success.
Non-Public Reading Resource	East Hartford, Conn.	5th grade = 8 6th grade = 6	Individualized, prescriptive instruction for students who are reading more than one grade-equivalent below their grade placement as determined by the Gates-McGinitie Reading Test. Emphasis is on vocabulary and comprehension.		Average reading gain in 8 months of instruction for the Gates-McGinitie Grade 5: Vocab 8, Comp 13 Grade 6: Vocab 10, Comp 15

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Follow-Through Grade 1	East Hartford, Conn.	282	A continuing individual diagnostic-prescriptive program to increase school achievement in reading, language arts, math and other basic concepts and skills needed for school success.	As compared to a control group, test results on the ABC Inventory, Metropolitan Readiness Test, and TOBE General Concept Test showed that the Follow-Through grade one children maintained their general position in each successive testing. Teacher evaluations continued using checks and tests provided with reading program materials. These evaluations were shared with parents during two regularly scheduled conferences. Teacher evaluations report that the disadvantaged child would not have maintained this general position without the year's head start and the added program services provided during the following two years of his school life.	
English as a Second Lang.	East Hartford, Conn.	55 17 in Kindergarten 22 in 1st grade 5 in 5th grade 11 in 2nd grade	An individualized instruction program for non-English speaking children to help orient them in our English-Speaking Society. For non-readers, to be able to read on a primer or fist reader level; for students already reading to be functioning at a level closer to their actual age-grade placement. Principal goal of program is to expand the child's vocabulary and help him acquire a grasp of the fundamentals of English structure and word order.	Test scores on the PPVT for 7 months of instruction showed an average growth of 1.8 years for 13 kindergartners, 1.3 yrs. for 9 1st graders, 1.5 yrs. for 6 2nd graders, and 1.8 yrs. for 3 3rd graders. Although many children scored below their age level, results indicate a positive growth toward a level of their age-grade placement.	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Reading Resource Teacher Program	East Hartford, Conn.	201 49 in 1st grade 65 2nd grade 70 3rd grade 17 4th grade	An intensive reading program and individual counseling for those grade 1-4 students whose performance on tests, such as Gates-McGinitie, indicate they are reading at least a year below their grade placement and reading potential. Reading instruction is provided for small groups in a reading center outside the classroom with reading resource teachers. Emphasis is on vocabulary and comprehension.		Test scores on the Gates-McGinitie Reading Tests showed: 1st grade - for 3 months of instruction, average growth of 2 mos. in vocabulary and 1 mo. for comprehension 2nd grade - for 7 mos. of instruction, average growth of 9 mos. in vocabulary and 8 mos. in comprehension 3rd grade - an average growth of 9 mos. in vocabulary and 8 mos. in comprehension 4th grade - 6 mos. in vocabulary and 2 mos. in comprehension. Average Reading Gain in 3 mos. of instruction for Gates-McGinitie Grade 1 — Vocab. 2, Comp. 1 Average Reading Gain in 7 mos. for Gates-McGinitie Grade 2 — Vocab. 9, Comp. 8 Grade 3 — Vocab. 9, Comp. 8 Grade 4 — Vocab. 6, Comp. 2 Resource teachers made constant evaluations from observations and responses made periodically on the Cooper-McGuire Inventory and/or Botel Phonics Tests.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Michigan Compensatory Education Program	Lansing, Michigan (Dept. of Education)	112,000 in 67 school districts	Performance contracts with school districts to identify learning deficits and correct them. Any learning system is acceptable, districts must show through standardized tests that deficits have been corrected and that children are making normal progress.		Month test gain for month teaching. Used are basic criterion overgains expected where deficits cause lags in performance.
Chapter 3 Project	Battle Creek, Michigan	113 students in grades 2-6	A prescriptive reading and mathematics program to raise the reading (vocabulary and comprehension) and math (concepts and computation) of low achieving students. A multi-media approach and an individualized instructional setting in learning centers is used.		California Achievement Test 49.6% gained 1.5 yr. or more in GEU 27% gained 1 to 1.49 yrs. in GEU for 9 mos. of instruction.
Title I Remedial Reading Program	Clarkeston, Michigan	119 students in grades 2-3	A prescriptive, individualized program of instruction to raise the level of achievement in word recognition and comprehension through developing reading and listening skills.		Botel Word Recognition Test 67% gained 1.5 yrs. or more in GEU for 9 months of instruction Stanford Reading Test 68% gained 1.5 yrs. or more in GEU for 9 mos. of instruction.
ESEA Title I Project	White Cloud, Michigan	17 in grades 1-3	A prescriptive reading and mathematics program for low-achieving students in "combination" classrooms with individual and small group instruction. Sullivan Programmed Reading and Math series are used. A token economy and behavior modification technique are central to the program.		California Achievement Test Math 50% gained 1.5 yrs or more in GEU 33% gained 1 to 1.49 yrs. in GEU Reading 27.2% gained 1.5 yrs. or more in GEU 36.3% gained .5 to .74 yrs. in GEU

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Lotis School Project: Early Learning System	Muskegon Heights, Michigan	138 students in grades K-6	A prescriptive reading and math program to raise the achievement level through an individualized system of instruction. The system's approach with multi-media components is used.		60% gained 1.5 years or more in GEU. 22% gained 1 to 1.49 years in GEU
High Intensity Tutoring Centers	Highland Park, Michigan	273 6th graders	HIT Mathematics and Reading Centers for 6th grade students who scored more than one year below grade level on the WRAT (Wide Range Achievement Test) Basic components are the instructional and motivational system with student tutors.		HIT Math Center WRAT 53.8% gained 1.5 years or more in GEU 28% gained 1 to 1.49 years in GEU HIT Reading Center WRAT 69.5% gained 1.5 years or more in GEU
Learning Improvement Centers	Highland Park, Mich.	267 in grades 1-6	Diagnostic, prescriptive and instructional reading centers for students who have deficiencies of 1 year or more in reading as measured by the WRAT.		WRAT 34.5% gained 1.5years or more in GEU 26.9% gained 1 to 1.49 yrs. in GEU
Title I Roosevelt High School Reading Program	Portland, Oregon	250	Emphasis on developing basic reading skills through phonics and personal staff-student contact.		71% showed gains of from 2 to 10 grade level years.
Title I Remedial Math-Reading Program	Oglala, South Dakota	109	Remedial math or reading program with individual and small group instruction. Main objectives include parent-counsel involvement with individual assessment and evaluation of materials.		50% of 59 students in Loneman Day School gained 1.0 years or more in math; 50 students in grades 4-6 gained 0.9 yrs. in reading.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains: IQ Points / Achievement Score
Pre-K three-year-old program	Ann Arbor, Michigan	30	Strong emphasis on socialization language, self-concept, knowledge and cognition.	1. Self-concept Thomas Self-Concept Values Test Average + 11.8 score change 2. Language Dailey Language Facility Test Average + 2.6 score change
Pre-K Fours Program	Ann Arbor, Michigan	112	Strong emphasis on cognitive development, including perceptual, logical, number, spatial, and temporal concepts.	1. BEERY Visual-Motor Integration Test 66% scored below normative age equivalents 2. Dailey Language Facility Test 72% scored above normative age equivalents 3. Local Criterion-Referenced Instrument Development a. shapes 75% of instances identified correctly b. counting 69% of children could count to 6 without errors c. colors 56% of children identified correctly d. letter recognition number recognition 44% recognized some of the numbers 25% recognized all numbers 28% recognized some of the letters e. cooperative preschool inventory 46 of the 64 items showed gains

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Kindergarten Program	Ann Arbor, Michigan	8 schools 264	Development of pre-reading and reading skills.		Wayne Pre-Reading Test 76% of children scored above critical
Tutorial Program	Ann Arbor, Michigan	215 in 23 elementary schools	Language experience of improving basic skills in reading with allowance for math skills		1. Wide Range Achievement Test Average score one standard deviation (11) below the mean on national norms 2. Instructional goals and Priorities (tutor evaluation) a. reading items more positive than math items b. most positive responses were to affective and self-concept items 3. Teacher questionnaire 30% of children made at least one year of progress in reading. Average gain was 9 months. 4. Principal questionnaire Majority supportive of volunteer programs feel that they offer benefits to kids and feel that the administrative support functions are best handled at the local school level. 5. Tutorial case studies relating positive experience

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Summer Program	Ann Arbor, Michigan	127	Individualized program for needs-assessment and objectives with an emphasis on basic reading skills.		Wide Range Achievement Test All groups (grades 1-6) scored below the expectation for an average group of Ann Arbor children. Scores for grades 4-6 are significantly lower (P.L. .05) than scores for grades 1-3. Grades 1-3 Grades 4-6 Reading av. Score 96.5 86.0 Spelling av. Score 92.5 82.6 Combined grades 1-6 Average gain of 2.2 points for reading Average gain of 2.5 points for spelling
Preschool Program	Ann Arbor, Michigan	144	Piagetian based framework as exemplified in the Ann Arbor Public Schools. Preschool Curriculum Guide goal: organize and structure educational experiences from a developmental perspective		1. Locally derived Morado Cognitive Test 80% of students pass 80% of items 2. Locally derived Teacher Rating Scale of Social and Emotional Behaviors 90% of children receive acceptable ratings on 90% of rating scale items 3. Dailey Language Facility Test for 9 months of instruction, 90% of students gain at least one year in age equivalent

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Kindergarten Follow-Up Program	Ann Arbor, Michigan	200	Comprehensive cognitive development, social and emotional behavior and reading readiness.		1. Morado Cognitive Test 80% of children pass 80% of items. 2. Teacher Rating Scale of Social and Emotional Behavior 90% of children receive acceptable ratings on 90% of rating scale items. 3. Standard Achievement Recording System (STARS) Mastery (100%) on 4 of 6 matching test, and 8 of 8 naming tests. 4. Checklist for Reading Readiness Objective-referenced reading readiness activities from one of the programs will be used during at least 4 periods per week in each classroom.
First Grade Follow-Up	Ann Arbor, Michigan	100 in 4 schools	Individualized emphasis on skill building in reading and math.		1. Wide Range Achievement Test - Reading (WRAT) For 9 months of instruction, 90% of students gain at least one year in GE. 80% of students achieve GE score of at least 1.9 by May, 1974. 2. STARS record form of mastery tests Each student identified as below reading criterion. Will be tested for at least one specific competency each week. 3. WRAT - Wide Range Achievement Test - Math For 9 months of instruction, 80% of students gain at least one year in GE.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains	
				IQ Points	Achievement Score
Preschool Summer Program	Rockville, Conn.	60	Emphasis on attitude changes, cognitive, social and emotional experience and activities as preparation for kindergarten.		1. Pre and post checklist covering attitude, behavior, social and emotional levels. 2. Peabody Picture test for pre-kindergarten. 3. Metropolitan Reading Readiness for pre-first grade.
Supplementary Program in Remediation for Disadvantaged Children	Vernon, Conn.	310 children in grades 1-9 with concentration in grades 2,3, and 4	Expansion of remedial reading programs to improve the reading achievement level of disadvantaged children by one year or more.		1. Appropriate tests will be administered as pre and post measures. 2. Reading inventory 3. Reading skills checklist 4. Analysis of work samples 5. Teacher observation reports 6. Self-appraisal techniques by each child 7. Questionnaire, evaluation by teachers, parents, and children 8. Attendance of students
Vernon Enrichment Center for Disadvantaged Children	Vernon, Conn.	80 children in grades K-3	Emphasis on attitude changes and the development of cognitive skills in reading and language.		Administered as pre-and post-test measures 1. Kindergarten level- PPVT (Form A in the fall and Form B in the spring) Metropolitan Readiness Test (Spring) 2. Grade 1-3 Metropolitan Achievement Test 3. Informal and formal evaluations will be used to determine the reading and language program.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
English as a Second Language ESL	Chula Vista, Calif.	1,333 in grades 7-12	Individualized program with emphasis on English skills needed for listening, speaking, reading and writing at the student's expectancy level.		For 2 years of instruction, 80% of the students will satisfactorily meet the minimum standards on criterion reference tests developed by the school districts.
Reading	Chula Vista, Calif.	1,333 in grades 7-12	Individualized instructional program involving these reading skills needed for understanding reading material at the student's expectancy level.		For 2 years of instruction, 80% of students will satisfactorily meet the minimum standards on criterion reference post-tests developed by the school district. Test to be administered Grade 7-9 Comprehensive Test of Basic Skills Grade 10-12 Iowa Tests of Educational Development Grade 7-12 Standardized Reading Test
Mathematics	Chula Vista, Calif.	1,333 in grades 7-12	Individualized instructional program involving mathematics skills needed for understanding mathematics at the student's expectancy level.		For 2 years of instruction, 80% of students will satisfactorily meet the minimum standards on criterion reference post-tests developed by the school district to accompany the UNIPAC program. Tests to be used Grade 7-12 Standardized Math Test Grade 7-9 Comprehensive Test of Basic Skills Grade 10-12 Iowa test of Educational Development

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Educational Services Center: I Intensive Developmental Reading and Language Arts Program	New London, Conn.	136	Individualized program of instruction with emphasis on reading, comprehension and speaking vocabularies.		1. Metropolitan Reading Test Oct. group - For 7 months of instruction, an average grade score increase of 8 months. Feb. group - 5 months gain for 4 months of instruction 2. Teacher Estimate of Strengths and Assets I Oct. group - 75% of the children who did not have an item assessed as a strength in Oct., will in May. Feb. group - 40% of the children who did not have an item assessed as a strength in Feb., will in May. 3. Teacher Rating II Oct. group - 50% of children improved. Feb. group - 40% of children improved.
The Expanded School	New London, Conn.	407 students in pre-k and grades 1-8	Emphasis on the development of basic reading skills, comprehension and vocabularies.		1. PPVT Pre-K - Average gain of 10.78 points for 6 months of instruction. 2. Metropolitan Reading Tests Word Knowledge grade 1-6 - Mean gain of 3.0 percentile points. 3. Gates-McGinitie Reading Tests (Vocabulary) grade 7-8 - Average gain of 6 months. 4. Boehm Test of Basic Concepts Pre-K - Mean gain of 40 percentile points

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
The Expanded School (continued)				5. Metropolitan Reading Tests Reading Comprehension grade 1-6 - Mean gain in grade equivalence was .5. 6. Gates-McGinitie Reading Tests (Comprehension) grade 7-8 - Average gain of 8 months. 7. Metropolitan Tests: Word Discrimination grade 7-8 - Median gain in grade equivalence was .7. 8. Teacher Rating Questionnaire grade 1-6 - grades 1-3 improved in each of 18 items, grades 4-6 improved on 17 out of 18 items. 9. Attendance grade 1-6 - No improvement. 10. Attitude (Results from teacher improvement in all 18 questionnaire areas). 11. Metropolitan Reading Tests Vocabulary Bi-lingual Students - Average gain in standard score of 4.3 points. Reading Comprehension Average gain in standard score of 4.0 points. Word Discrimination Average gain in standard score of 8.0 points.	

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
REPSAC (Responsive Environment Program for Spanish-American Children)	Clovis, New Mexico	32	A group of bi-lingual (Spanish-English) educational programs for 3, 4, and 5 year old "high risk" Spanish children to facilitate their cognitive and affective development and positive self-concept.		Evaluation Instruments 1. Hiskey-Nebraska Test of Learning Aptitude 2. Walker Readiness Test for Disadvantaged Pre-school children 3. PPVT (English and Spanish) 4. Frostig DTVP 5. Bissell Developmental Profile 6. Motor ability for preschool children Test results show positive and significant achievement for all abilities measured - long evaluation to follow target children through elementary school.
Bi-lingual Early Childhood Program (BECP)	Clovis and Portales New Mexico	80	A group of bil-lingual (Spanish-English) and bi-cultural educational projects for 3 and 4 year old Spanish children to enhance their cognitive, affective, and psychomotor development.		Evaluation Instruments 1. PPVT (English-Spanish) 2. Walker Readiness Test for Disadvantaged Preschool Children 3. Bissell Developmental Profiles Test results show Significant gains ($p < .001$) in language ability in English and Spanish and general school readiness. Students developed and maintained a positive self-image. Parents maintained a positive attitude toward program.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Title I Reading Program	Thomson, Georgia	104 students in grades 7-9	Emphasis on raising the reading level through short periods (35 Min) of individualized instruction using high-interest materials.		Average gain of 1.3 years in reading, 15% gained from 2.5 to 4 years.
Title I Reading Program	Wichita, Kansas	1,550 in 18 school systems	Uses the team approach with special reading teachers and aides to improve reading instructional grade level, reading vocabulary, and reading comprehension levels of need. 1. Midly corrective 1-2 years below grade level 5-8 children per group 2-3 sessions per week 2. Corrective 2-3 years below grade level 3-5 children per group 3-4 sessions per week 3. Severely corrective non-reading 2-3 children per group 4-5 sessions per week		Gates-McGinitie Reading Test 58% gained an average of one month per month in reading vocabulary. Average gain of 10.4 months per 7.5 months of instruction in reading vocabulary. Reading comprehension. Average gain of 8.7 months per 7.5 months of instruction. Instructional Reading Grade Level 13.7 months per 7.5 months gain
Project SEED (Special Elementary Education for the Disadvantaged	Berkeley, Calif. operating in 11 states Dillingham, Alaska Berkeley, Calif. Oakland, Calif. Sacramento, Calif. Alum Rock, Calif. San Jose, Calif. Los Angeles, Calif. Detroit, Michigan Benton Harbor, Mich. Highland Park, Mich. Lansing, Michigan	12,000	Mathematicians from business, industry, colleges and universities, i.e. MIT, Battelle Institute, U. of Calif. at Berkeley, U. of Calif. at San Diego, Yale, Princeton, Columbia, etc. integrate the normal arithmetic syllabus with new and advanced topics in algebra. Curricula is culture free and attempts to enhance the child's self-concept through the group discovery method of instruction.		1. California Institute of Technology found that SEED classes made significantly higher gains in Mathematics achievement in algebra, geometry and arithmetic than control groups.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Project SEED (continued)	Kalamazoo, Mich. Saginaw, Michigan Flint, Michigan Inkster, Michigan Romulus, Michigan Ypsilanti, Michigan Columbus, Ohio Cincinnati, Ohio Newark, New Jersey East Orange, N. J. Plainfield, N.J. Washington, D.C.				2. Michigan (American Institute for Research) Comprehensive Test of Basic Skills (CTBS) grades 3-6 - gain in grade level equivalents of 1.25 to 1.75 months per 1 month of instruction while control groups gained less than 1 month per month. 3. California (Evergreen) grades 3-6 - CTBS - better than 1 month gain for 1 month of instruction. 4. New Haven, Conn. Metropolitan Achievement Test of Math grade 6 - gain of 1.62 years per year of instruction as compared with rate of .89 years for controls. 5. Kalamazoo, Michigan Wide Range Achievement Test (WRAT) grades 1-5 - gain of positive .6 for 2 weeks of instruction rate 12 times the standard grade level growth rate. 6. Seattle, Washington Metropolitan Achievement Test of Math for 9 months of instruction, increase in percentile ratings from 2.88 to 3.99 points.

EXEMPLARY SCHOOL PROGRAMS FOR DISADVANTAGED MINORITY CHILDREN

Name	Place	Number of Students	Curriculum	Test Gains IQ Points	Test Gains Achievement Score
Project SEED (continued)				7. Del Paso, California Raven's Progressive Matrices Mean score of SEED group was 36.19 while control group was 24.7. 8. Berkeley, California Lorge Thorndike IQ Test grades 3 & 6 Increase of 8 points in 3 years of instruction while controls remained the same. 9. Students, teachers, parents and SEED specialists have shown marked enthusiasm for continuation of the program.	